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ABSTRACT

This publication is designed to assist secondary school and vocational personnel with the process of conducting initial and ongoing screening observations for the purpose of identifying students with a handicapping condition that presents a barrier to learning. Development of the screening process is overviewed. The discussion of the vocational student screening process that follows centers on the vocational student screening form intended for use by vocational instructors for detecting previously unnoticed handicapping conditions. Use of the form and its parts is described. A sample form is provided. Suggested steps in the referral procedure are listed. Implementation of the screening process is briefly outlined. Appendixes, amounting to over one-half of the publication, include special education handicapping condition definitions; a sample vocational student screening form; to ensure uniform interpretation of those items, tables illustrating various ways in which screening data can be compiled; and an inservice training plan for implementation of the screening process. (YLB)

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INTRODUCTION

This publication is designed to assist interested schools and vocational centers with the process of conducting initial and on-going screening observations for the purpose of identifying any students with a possible handicapping condition* which presents a barrier to learning. Screening is intended to help educators become better aware of students who are experiencing difficulties and what problem areas are likely contributing to those difficulties.

As part of the Vocational Investigation and Placement (VIP) project, the following screening process has been developed and tested for effectiveness and is intended to provide a viable model for secondary and vocational schools.

The purpose of the screening process is to provide a common medium for general observation of the student body to determine which of those may possess a handicapping condition serious enough to warrant a referral to the Pupil Evaluation Team (PET). Screening does not make the final determination as to whether or not a student is handicapped, but provides vital general information used to facilitate specific evaluation, which then leads to diagnosis of the nature and degree of the apparent problem.

*Handicapping conditions generally include: vision, audition, speech and language functions, specific learning functions, physical mobility functions, behavior, mental development or maturation, other health functions, pregnancies, and temporary traumatic injuries. (See Appendix I).

DEVELOPMENT OF SCREENING PROCESS

Rationale

Before we can properly serve handicapped students, we must know who they are and be aware of their handicapping conditions. Although most children with visible handicaps are identified very early in the educational process, many with non-visible ones may go unnoticed. Also, handicaps are not always static, that is, handicapping conditions may develop at any time during a person's life or go undiscovered until a situation arises and it becomes a problem. A student may sit in a traditional classroom for years without any detection of a handicap; but when he or she moves into a vocational education setting, a previously hidden handicap may become a problem that needs special attention.

It takes the efforts of all teachers to do an effective job of identifying those that are in need of special services. In order for teachers to perform this task, they must have a relatively simple, uniform and effective tool to assist them. The apparent lack of such a tool brought about the development of this screening process.

At the onset of this project in 1979, secondary vocational schools nationally reported only 2 per cent of their enrollment as handicapped. Given that an estimated 10-12 per cent of all school children are handicapped, this figure indicates that handicapped students either are not being sent to vocational school, are not being accepted in vocational programs, or that vocational schools are not aware of the handicapped students that are now there. It appears that the latter may be the most likely reason.

Although it is generally agreed that the initial and primary responsibilities for identifying special students lies with the sending schools, vocational instructors are in a position enabling them to observe students in a situation quite unlike that of the traditional classroom. In a vocational setting, students are more mobile and perform more active hands-on activities. Instructors have more individual contact, perhaps enabling a better overall perception of students. It is imperative that instructors become aware of any handicap a student may possess in order that appropriate individualized instruction or outside assistance be provided to help the student to overcome the barrier that the handicap presents, thus increasing the likelihood of the student's success.

Development

The screening form was initially designed through input from teachers, vocational instructors, health personnel, administrators, consultants, and existing screening instruments and related publications. The intent was to develop an instrument that was simple, fast, inexpensive, easily administered and interpreted, yet still comprehensive in its range of observations. The instrument has been revised as trial applications were performed.

The developmental process has also included definitions for each item, a scoring system, recommendations for referrals, and an in-service model to train teachers how to use the screening process.

The form is usable at both vocational and sending school settings. Emphasis in this publication will be given to its utilization in the vocational setting.

VOCATIONAL STUDENT SCREENING PROCESS

The vocational student screening form is intended for use by vocational instructors for the purpose of detecting previously unnoticed handicapping conditions which may be impeding the learning process. The vocational instructor may administer the form on one student or on the entire class to gain a better perspective of what problems students may be experiencing and which of them should be further evaluated. By knowing the specifics of a student's condition, more appropriate instruction can be provided to the student, increasing their chances of meeting with success in the course.

Using the Screening Form

(Form illustrated on page 11)

Category Heading

The instrument is made up of 14 major categories as follows:

Health:	Assess student's general health condition as it often affects learning.
Basic Education Record:	Looks at student's learning abilities/disabilities.
Vocational Education:	Examines individual learning style and direction in vocational education.
Skills:	Measures motor coordination/ ability.
Understandings:	Measures a general performance in course.
Knowledge:	Measures specific hands-on performance in course.

Behaviors/ Attitudes:	Assess emotional maturity.
Relationships- Teacher/Peer:	Looks at student's behavior towards others.
Speech:	Assessment of possible speech impairment.
Use of Language:	Measures appropriate use of language.
Vision:	Assessment of possible vision impairment.
Hearing:	Assessment of possible hearing impairment.
Work:	Looks at student's knowledge of finding employment.
Social:	Examines social maturity.

Items Observed

In order that there is a clear and uniform understanding of each individual item on the screening form, a list clarifying the meaning of each item has been developed. The list should be studied prior to using the screening form. See Appendix II (page 20) for the list.

Scoring System

Each item on the screening form has been assigned a numerical score based on the relative importance of that item in respect to its category heading. Each item observed is rated as occurring either Almost Always, Sometimes, or Nearly Never, and the score that appears beneath the appropriate A, S, or N column is circled.

Example	Category	Items Observed	A.	S.	N.
	Health	Tires easily . .	(10)	5	0

In the above example, the 10 score is circled under the A column because the student observed very often tires easily - it is a barrier to that student's learning process.

When scoring each item, use primarily the A column or the N column. The S column choice should be avoided if possible because it gives little indication of what behavior is actually exhibited. A determination should be made as to whether a particular behavior is one that does or does not occur with enough frequency to make it a problem or barrier to the learning process. Only use S if that distinction just cannot be made. The higher the score in each category, the greater the likelihood of a handicapping condition.

Strengths and Weaknesses

Note that the "items observed" are worded in both positive as well as negative language. This accounts for the alternating scores of different items.

Example	Category	Items Observed	A.	S.	N.
	Skills	has difficulty holding onto materials and tools	15	5	0
		has eye-hand coordination.	0	10	15

In the "Items observed" column above, we are looking for a weakness in "has difficulty holding onto materials and tools",

so an A - (almost always) response is rated high at "15", an N (nearly never) response would indicate no problem and receive a "0" score. The opposite is true for the item "has hand-eye coordination", which is observing a strength. An A response would receive "0" score, indicating no problem.

The items are worded to observe both strengths and weaknesses in students because it is important to assess what a student's strengths are, rather than dwelling on weaknesses as is generally the case with screening processes. In order to find the most appropriate instruction activities for a student, it must be known what the student can do best. In this way we can build on strengths, rather than dwelling on the weaknesses that students possess.

Final Totaling

Upon responding to all items in each category of the form, the instructor should go back and total the score in each category and write it in the box at the left under the category heading.

Example	Category	Items Observed	A.	S.	N.
	Speech	Speech is slurred .	(15)	10	0
		Speaks haltingly. .	15	(10)	0
		Lisps	(15)	10	0
	(40)	Speaks in loud voice	15	10	(0)
		has second language difficulties. . . .	15	10	(0)

If the score in the category box is over 30, it should be circled to call attention. A score of 30 or more seems

to indicate a potential handicap or problem that calls for further evaluation or consultation with an appropriate specialist. (In this case, a speech therapist).

Compiling Screening Data

When conducting a mass screening of all students within a school or class, it is helpful to compile the data gained in an organized way. Doing so provides easy access to all screening results obtained and can give clearer indication of which students seem to possess the greatest need for attention. Also, by examining class or schoolwide results, it may be possible to isolate the screening areas that are appearing as a problem most frequently. Compilation tables are outlined in Appendix III.

STUDENT SCREENING FORM - V.I.P. PROJECT - S.A.D.#6

STUDENT _____ SCHOOL _____ INSTRUCTOR _____ COURSE _____

DIRECTIONS: A, S, N is coded at the bottom of the page as Almost Always, Sometimes and Nearly Never. The numbers under the columns marked A, S, N and opposite each item observed, should be encircled according to the way you observe the student behaves or performs.

CATEGORY	ITEMS OBSERVED	A	S	N*
Health	practices basic body cleanliness	0	3	5
	tires easily	10	5	0
	teeth show lack of care	10	5	0
	face and hands are dirty	5	3	0
	hair is unclean	5	3	0
	clothing soiled	5	3	0
	is absent	15	10	0
	is overweight	10	5	0
total	is underweight	10	5	0
Basic Education Record	understands basic math concepts.	0	10	15
	reads at level to succeed in course	0	10	15
	writing is legible	0	5	10
	spelling is acceptable	0	5	10
	has difficulty if learning is abstract	15	10	0
total				
Vocational Education	relies on instructor for success in course	10	5	0
	performance is average in program	0	10	15
	likes hands-on experiences	0	5	10
	able to learn better by listening than by reading	15	10	0
	completes homework	0	10	15
	has goal for being in course	0	5	10
	is able to complete all tasks in course	0	5	10
total				
Skills	has difficulty holding onto materials and tools	15	10	0
	has hand-eye coordination	0	10	15
	knows which tools to use and when	0	10	15
	has foot coordination	0	10	15
	has finger dexterity	0	10	15
total	over-all body is coordinated	0	10	15
Understandings	initiates projects, plans and follows through	0	10	15
	follows directions	0	5	10
	asks questions when doesn't know	0	5	10
	takes pride in finished work	0	5	10
	completes work neatly	0	5	10
total	follows basic safety rules	0	5	10
Knowledges	knows basic tools	0	10	15
	knows work behaviors to hold job	0	10	15
	understands, uses simple measurements	0	10	15
	knows where to find answers to questions	0	5	10
	knows how to use materials of trade	0	10	15
total				
Behaviors/ Attitudes	has short attention span	0	10	15
	gets overly excited	10	5	0
	has I don't care attitude	15	10	0
	is restless	10	5	0
	responds positively to compliments	0	5	10
	daydreams	10	5	0
	appears nervous	10	5	0
	is quickly frustrated	15	10	0
	abuses school property	15	10	0
	frequently requests to leave classroom	10	5	0
	follows class behavior requirements	0	10	15
total				

CATEGORY	ITEMS OBSERVED	A	S	N*
Relationships Teacher/Peer	is competitive	0	5	10
	shares in cleaning of shop space or classroom	0	5	10
	has to be disciplined	15	10	0
	understands give/take/ sharing relationships	0	10	15
total	gets along with peers	0	10	15
Speech	speech is slurred	15	10	0
	speaks haltingly	15	10	0
	lisps	15	10	0
	speaks in loud voice	15	10	0
	has second language difficulty	15	10	0
Use of Language	uses variety of words	0	5	10
	asks questions	0	5	10
	uses full sentences	0	5	10
	able to present issues verbally	0	10	15
total	knows how to ask questions	0	10	15
Vision	holds items close to face to read	15	10	0
	rubs eyes	15	10	0
	runs into objects	15	10	0
	eyes reddened	15	10	0
total	squints and blinks	15	10	0
Hearing	cocks his/her head while listening	15	10	0
	asks others what is being said	15	10	0
	asks to have things repeated	15	10	0
total	has earaches	15	10	0
Work	can complete job appli	0	5	10
	knows how to prepare resume	0	5	10
	knows how to interview for job	0	5	10
	knows places to look for work	0	5	10
total	knows dress for work	0	5	10
Social	engages in conversation willingly	0	5	10
	is friendly	0	5	10
	is isolated from peers	15	10	0
	has friends	0	10	15
	works with others	0	10	15
	handles criticism well	0	10	15
	tells lies	10	5	0
	is tardy	15	10	0
	takes orders willingly	0	5	10
	avoids peers and teachers.	15	10	0
	responds to changing situations	0	5	10
total	is picked on by others	10	5	0

REFERRAL ACTION: _____

OTHER ACTION: _____

COMMENTS:

*A-Almost Always, S-Sometimes, N-Nearly Never

Referral Procedure

For students scoring 30 or more in any one or more categories, the following steps are suggested:

1. Do one additional screening of the student suspected of having a handicapping condition.
2. Discuss the problem with the vocational counsellor, special education coordinator or an administrator.
3. Check with sending school coordinator to see if an IEP exists.
4. If no IEP exists, discuss problem with the sending school coordinator.
5. Through an agreement by the vocational instructor, vocational counsellor (or equivalent), and sending school coordinator, one or more of the following courses of action should be followed:
   - A. Continue with regular vocational course of study.
   - B. Call a PET meeting to determine if student is handicapped and develop an IEP that outlines appropriate vocational instruction strategies.
   - C. Call a PET meeting to revise the vocational instruction plan in the existing IEP.
6. Conduct periodic screening observations to assess the progress of the student.

IMPLEMENTATION OF THE SCREENING PROCESS

A formal in-service training session is recommended for school personnel involved with screening to insure that it will be administered and interpreted in a uniform manner. Without full explanation of the reasons and methods behind the screening process, there is danger of bringing inconsistency to the process through erroneous administration. Through careful explanation, those applying the process will do so more willingly and effectively.

For the training, an afternoon session seems to be adequate for explaining the rationale and operational procedures of the process, with a follow-up session to explain how to interpret the results.

The implementation and follow-up training design is outlined in Appendix IV.

APPENDIX I

SPECIAL EDUCATION HANDICAPPING CONDITION DEFINITIONS

Following are brief descriptions of the handicapping conditions that may require the provision of special education services:

Vision: The child's impairment is such that after the best possible correction, a limitation of vision is left requiring special education services and/or materials to provide for the child's educational progress and potential.

Audition: The child's impairment is such that a program of auditory enrichment and/or a specialized education is required to provide for the child's educational progress and potential.

Speech And Language Functions: The child exhibits impairment in speech and/or language such as impaired articulations, stuttering, voice impairment, or a receptive or expressive verbal language handicap that is adversely affecting the child's educational progress and potential.

Specific Learning Functions: The child exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathmatical calculations. (formerly "cerebral or perceptual functions.")

Physical Mobility Functions: The child exhibits a physical or health impairment, temporary or permanent, that interferes with learning and that requires adaptation of the school's physical facilities to provide for the child's educational progress and potential.

Behavior: The child exhibits affective, reactive and/or maladaptive behavior(s) to a marked extent and over a significant part of the school day or year, that significantly interferes with the child's learning or that of other children:

specialized education programs and/or services are required to provide for the child's educational progress and potential.

Mental Development or Maturation: The child's development in general, mental and/or physical capacity, self-care abilities, and academic achievement are markedly delayed and such delays are not solely the result of environmental circumstances; specialized education programs and/or services are required to provide for the child's educational progress and potential.

Pregnancies and Temporary Traumatic Injuries: Pregnancy is considered a category of Other Health Functions. Appropriate special education and/or supportive assistance - such as hospital or homebound instruction - may be provided to pregnant students on a reimbursable basis if recommended by the Pupil Evaluation Team and approved by the Superintendent.

Temporary traumatic injuries - such as fractures resulting from athletic competition or recreational activities - may require special education and/or supportive assistance such as hospital or homebound instruction. These may be provided on a reimbursable basis, under the category of physical mobility functions, if recommended by the Pupil Evaluation Team and approved by the Superintendent

In both cases of pregnancy and temporary traumatic injuries, if it is estimated that the special education or supportive assistance will be required for sixty calendar days or less, no individual education program need be written, although all other Pupil Evaluation Team procedures, records and notifications must be completed.

If, due to unforeseen factors, the period of service exceeds sixty calendar days, an IEP shall immediately be written, containing information on the services already provided and their continuation.

Particular care shall be exercised by Pupil Evaluation Team Members in dealing with Pregnant students to safeguard the students' rights of privacy and confidentiality. Such cases, particularly if an IEP is not required, shall be handled as expeditiously as possible after referral.

Other Health Functions: Other Health Functions - The child exhibits limited strength, vitality or alertness due to chronic or acute health problems (such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes) which adversely affects the child's educational progress and potential.

APPENDIX II

VOCATIONAL STUDENT SCREENING FORM AND DEFINITIONS

Appendix II illustrates the vocational student screening form and the definitions following for each item on that form. The definitions are intended to clarify the meaning of each item on the screening form, and to insure uniform interpretation of those items.

STUDENT SCREENING FORM - V.I.P. PROJECT - S.A.D.#6

STUDENT _____ SCHOOL _____ INSTRUCTOR _____ COURSE _____

DIRECTIONS: A, S, N is coded at the bottom of the page as Almost Always, Sometimes and Nearly Never. The numbers under the columns marked A, S, N and opposite each item observed, should be encircled according to the way you observe the student behaves or performs.

CATEGORY	ITEMS OBSERVED	A	S	N*
Health	practices basic body cleanliness	0	3	5
	tires easily	10	5	0
	teeth show lack of care	10	5	0
	face and hands are dirty	5	3	0
	hair is unclean	5	3	0
	clothing soiled	5	3	0
	is absent	15	10	0
	is overweight	10	5	0
total	is underweight	10	5	0
Basic Education Record	understands basic math concepts.	0	10	15
	reads at level to succeed in course	0	10	15
	writing is legible	0	5	10
	spelling is acceptable	0	5	10
	has difficulty if learning is abstract	15	10	0
Vocational Education	relies on instructor for success in course	10	5	0
	performance is average in program	0	10	15
	likes hands-on experiences	0	5	10
	able to learn better by listening than by reading	15	10	0
	completes homework	0	10	15
	has goal for being in course	0	5	10
total	is able to complete all tasks in course	0	5	10
Skills	has difficulty holding onto materials and tools	15	10	0
	has hand-eye coordination	0	10	15
	knows which tools to use and when	0	10	15
	has foot coordination	0	10	15
	has finger dexterity	0	10	15
total	over-all body is coordinated	0	10	15
Understandings	initiates projects, plans and follows through	0	10	15
	follows directions	0	5	10
	asks questions when doesn't know	0	5	10
	takes pride in finished work	0	5	10
	completes work neatly	0	5	10
total	follows basic safety rules	0	5	10
Knowledges	knows basic tools	0	10	15
	knows work behaviors to hold job	0	10	15
	understands, uses simple measurements	0	10	15
	knows where to find answers to questions	0	5	10
total	knows how to use materials of trade	0	10	15
Behaviors/ Attitudes	has short attention span	0	10	15
	gets overly excited	10	5	0
	has I don't care attitude	15	10	0
	is restless	10	5	0
	responds positively to compliments	0	5	10
	daydreams	10	5	0
	appears nervous	10	5	0
	is quickly frustrated	15	10	0
	abuses school property	15	10	0
	frequently requests to leave classroom	10	5	0
total	follows class behavior requirements	0	10	15

CATEGORY	ITEMS OBSERVED	A	S	N*
Relationships Teacher/Peer	is competitive	0	5	10
	shares in cleaning of shop space or classroom	0	5	10
	has to be disciplined	15	10	0
	understands give/take/ sharing relationships	0	10	15
total	gets along with peers	0	10	15
Speech	speech is slurred	15	10	0
	speaks haltingly	15	10	0
	lisps	15	10	0
	speaks in loud voice	15	10	0
total	has second language difficulty	15	10	0
Use of Language	uses variety of words	0	5	10
	asks questions	0	5	10
	uses full sentences	0	5	10
	able to present issues verbally	0	10	15
total	knows how to ask questions.	0	10	15
Vision	holds items close to face to read	15	10	0
	rubs eyes	15	10	0
	runs into objects	15	10	0
	eyes reddened	15	10	0
total	squints and blinks	15	10	0
Hearing	cocks his/her head while listening	15	10	0
	asks others what is being said	15	10	0
	asks to have things repeated	15	10	0
total	has earaches	15	10	0
Work	can complete job appli	0	5	10
	knows how to prepare resume	0	5	10
	knows how to interview for job	0	5	10
	knows places to look for work	0	5	10
total	knows dress for work	0	5	10
Social	engages in conversation willingly	0	5	10
	is friendly	0	5	10
	is isolated from peers	15	10	0
	has friends	0	10	15
	works with others	0	10	15
	handles criticism well	0	10	15
	tells lies	10	5	0
	is tardy	15	10	0
	takes orders willingly	0	5	10
	avoids peers and teachers.	15	10	0
	responds to changing situations	0	5	10
total	is picked on by others	10	5	0

REFERRAL ACTION _____

OTHER ACTION: _____

COMMENTS:

*A-Almost Always, S-Sometimes, N-Nearly Never

CLARIFICATION OF SCREENING ITEM DEFINITIONS

Health: practices basic body cleanliness - the clothes and skin generally clean.

tires easily - falls asleep in class often, fatigues easily.

teeth show lack of care - has cavities, teeth are unclean, has toothaches.

face and hands are dirty - nails and hands dirty.

hair unclean - has oily hair - hair is uncombed.

clothing is soiled - wears same clothes all the time.

is absent - is absent more than once a week regularly.

is underweight.

Basic Education Record:

understands basic math concepts - is able to perform basic operations of math, performs average work.

reads at level to succeed in course - can read content of a given course at an average level.

writing is legible - writing can be read.

spelling is acceptable - makes few spelling mistakes.

has difficulty if learning is abstract - cannot grasp concepts or theories well.

Vocational Education:

relies on instructor for success in course - needs constant help from instructor.

performance is average in program - maintains average work in a course according to ability.

likes hands-on experiences - eager to work with hands, enjoys using tools and equipment rather than pencil, paper, or books.

able to learn better by listening than by reading - retains spoken instruction better than reading.

completes assignments - completes in-school and home assignments.

has goal for being in the course - is well directed in the program, wants to be there.

is able to complete all tasks in course.

Skills:

has difficulty holding onto materials and tools - drops tools, cannot hold screws or screwdriver, etc.

has hand-eye coordination - can strike nail with hammer, can manipulate small objects.

knows which tools to use and when - uses tools for things they were designed for.

has foot coordination - can use various parts of foot, (heel, toe, side of foot.)

has finger dexterity - can use fingers effectively for work.

overall body is coordinated - swings arms and legs in conjunction with body.

Understandings:

Initiates projects, plans, and follows through - can perform a project from start to finish without continual instruction.

follows directions - performs work according to instructions.

asks questions when does not know - inquires when help is needed, asks questions related to task.

takes pride in finished work - proud of finished work, enjoys accomplishment.

completes work neatly - puts finishing touches on project.

follows basic safety rules - does not take risks with tools or machines.

Knowledges:

knows basic tools - knows tools and what each is designed to do.

knows work behaviors to hold job - knows how to behave in shop and class.

understands and uses simple measurements - has working understanding of measurements in sawing, milling, planing; understanding of measurements.

knows where to find answers to questions - knows where to go to get answers.

knows how to use materials of trade - uses correct materials in correct situation.

Behaviors/Attitudes:

has short attention span - easily distracted; cannot work on one task for long time.

gets overly excited - displays radical bursts of emotion.

has "I don't care attitude" - does not care about school work or personal action.

is restless - can't sit still, wanders.

responds positively to compliments - accepts compliments graciously.

daydreams - often does not appear to pay attention in class.

appears nervous - jumpy, timid, etc.

is quickly frustrated - gets upset over small problems.

abuses school property.

frequently requests to leave classroom - asks to go to restroom, office, phone, etc., often.

follows classroom behavior requirements - follows rules.

Relationships - Teacher/Peer:

is competitive - has good spirit of competition.

shares in cleaning of shop space or classroom- willingly participates in clean-up tasks.

has to be disciplined - frequently has to be spoken to for behavior.

understands give/take/share relationships - gives to others - shares tools and equipment.

Speech:

speech is slurred - does not enunciate well; difficult to understand.

lisps - baby talk; speaks with a hiss sound.

speaks haltingly - has difficulty getting words out, stutters.

speaks in loud voice.

has second language difficulty - speaks a language other than english; needs words translated.

Use of Language:

uses variety of words.

asks questions - can get to answers.

uses full sentences - uses grammatically complete sentences.

able to present issues verbally - can express well.

knows how to ask questions.

Vision:

holds items close to face to read - closer than one foot.

rubs eyes.

runs into objects - trips over objects or steps.

eyes reddened - blood shot.

squints or blinks - squints to see board, blinks in bright lights, etc.

Hearing:

cocks his/her head while listening - turns head to hear, cups ear with hands, etc.

asks others what was said - asks friends what teacher said.

asks to have things repeated.

has ear aches - ears ache or ring.

Work:

All seem apparent.

Social:

engages in conversation willingly - talks willingly with other teachers, friends, etc.

is friendly - responds to others in a pleasant manner.

is isolated from peers - works alone, comes and leaves class alone.

works with others - willing to work in a small group or with another person if required.

handles criticism well - can accept criticism and tries to improve.

APPENDIX III

COMPILATION OF SCREENING DATA

Appendix III illustrates various ways in which screening data can be compiled in order that indications may be more easily gained from that data.

Table III-1 illustrates a method of profiling the scores in each of the thirteen categories* for ten students in an auto body class. This type of table provides a clear view of each student's screening scores, and where the major problems lie with certain students. The higher the score, the greater the apparent problem. The totals for each category at the bottom give indication to where the greatest problems lie in the class as a whole.

Table III-2 is arrived at by listing the totals of each category on Table III-1 from highest to lowest, indicating where the most frequent problems appear in the class.

Table III-3 shows a school-wide profile of all the courses screened.

Table III-4 lists the total scores from Table III-3 from highest to lowest, indicating where the most frequent problems appear in the school as a whole.

*These tables were developed prior to the addition of the fourteenth category on the Screening Form.

TABLE III-1

AUTO BODY

STUDENT	HEALTH	BASIC EDUCAT. RECORD	VOCAT. EDUCAT.	SKILLS	UNDER STAND.	KNOWLEDGE	BEHAVIORS/ ATTITUDES	RELATIONSHIPS TEACH/ PEERS	SPEECH	VISION	HEARING	WORK	SOCIAL
1	15	20	40	0	55	30	100	10	0	0	0	20	0
2	0	0	30	0	0	0	0	0	25	0	0	20	0
3	0	55	40	60	55	70	50	55	65	30	0	50	125
4	25	0	30	0	0	15	10	20	15	0	0	40	0
5	20	25	15	0	0	0	20	0	25	0	0	40	0
6	10	0	35	75	25	60	40	50	80	15	15	30	50
7	0	10	15	0	35	15	40	30	0	0	0	30	0
8	0	50	0	0	0	0	0	0	25	0	0	30	0
9	0	0	0	0	0	0	20	0	95	0	0	30	0
10	25	10	50	0	45	15	80	50	15	0	0	30	25
TOTAL	95	170	255	135	215	205	360	215	365	45	15	320	200

TABLE III-2

AUTO BODY

1. Behaviors/Attitudes
2. Speech
3. Work
4. Vocational Education
5. Understandings

   Relationships: Teachers/Peers
6. Knowledge
7. Social
8. Basic Education Record
9. Skills
10. Health
11. Vision
12. Hearing

TABLE III-3

NO. OF STUDENTS	CLASS	HEALTH	BASIC EDUCAT. RECORD	VOCAT. EDUCAT.	SKILLS	UNDER STAND	KNOWLEDGE	BEHAVIORS/ ATTITUDES	RELATION-SHIPS TEACH PRESS	SPEECH	VISION	HEARING	WORK	SOCIAL
10	Diesel Engine	115	125	[illegible]	45	170	190	140	80	105	0	0	310	70
11	Building Trades	20	15	25	0	0	0	15	0	10	0	0	70	20
13	Home Construction	30	95	70	0	0	10	80	35	45	0	0	20	85
1	Welding	10	0	0	0	0	0	0	0	0	0	0	0	0
1	Auto Service	0	0	0	0	0	0	0	0	0	0	0	0	0
15	Pre-Construction	10	0	15	0	15	0	0	0	30	0	0	0	0
10	Auto Body	95	170	255	135	215	205	360	215	345	45	15	320	200
21	Auto Body II	175	370	90	15	85	45	285	20	165	90	15	500	50
13	Health Occupation	40	35	30	0	95	10	25	10	0	15	0	0	10
16	Health Occupation II	50	80	190	0	130	95	250	85	20	0	0	0	80
	TOTALS	545	880	800	195	710	555	1,155	445	720	150	30	1,220	515

	SCREENING CATEGORIES	TOTALS FROM HIGHEST TO LOWEST
1.	Behavior/Attitudes	2,400
2.	Basic Education	1,900
3.	Vocational Education	1,735
4.	Knowledges	1,510
5.	Relationships: Teacher/Peer	1,295
6.	Speech	1,240
7.	Understandings	1,225
8.	Social	1,142
9.	Work	975
10.	Health	807
11.	Skills	410
12.	Hearing	335
13.	Vision	270

APPENDIX IV

IN-SERVICE TRAINING DESIGN

SESSION I

IN-SERVICE TRAINING PLAN

IMPLEMENTATION OF THE SCREENING PROCESS

I. Define screening, referral, evaluation, diagnosis.

A. Purpose: To clarify the often-confused and misunderstood terms, and to insure that teachers have a clear understanding of the definitions and progression through each stage of the process.

B. Explain the origin of this screening process.(page 3)

II. Need for screening

A. Purpose: Enable teachers to see the requirements behind screening and the rationale for it.

B. P. L. 94-142 states: "There will be a continued effort to identify youngsters who have handicaps."

C. Many handicapped students are sent to vocational school without being identified or without an IEP.

D. Many unidentified students are not receiving special services that they deserve.

III. Value of a screening process to instructors

A. Purpose: To assist instructors to see how a screening process could help them to improve.

B. Helps instructors look at class in ways other than just faces.

C. Provides words for describing a particular problem in a student.

D. Provides a profile of the class to enable instructors to see how students are doing in relation to peers and where they need individualization.

E. Provides a vehicle to obtain special support services for students having difficulty in class due to a handicap.

IV. Instruction in use of the Screening Form.

A. Purpose: To enable all instructors to gain an equal understanding of the methodology of using the Screening Form.

B. Activity: All instructors will actively participate in filling out sample screening forms to gain a full understanding of the process.

1. Distribute screening forms to all instructors.
2. Explain each major category on the form (i.e.: health, basic education records, etc.)
3. Hand out and go through definition of each individual item.
4. Explain that the items are alternately worded to look for strengths as well as weaknesses in students.
5. Explain how to score the screening forms.
6. Advise instructors to use A or N category, if at all possible - an S response does not indicate if there is really a problem.

7. Explain what score indicates that further action or evaluation is necessary.

C. Practice-run, using screening form.

1. Have all instructors fill out a screening form on a student in their class who they suspect of possibly having a handicap, or someone who is not performing well in class. Discuss.
2. Have all instructors screen a student who is doing well in their class.
3. Discuss and compare the two screenings. Questions. Differences in the scores of the two.

V. Application of the screening process.

A. Have instructors agree to screen all of their students over the course of 60 days.

1. Ask them to total the scores of each category and write it in the box at the left of each.
2. Have instructors assign a number for each student for confidentiality and write it at the top of the right corner.
3. Explain how results will be profiled for all students in each class. Show example.
4. Set a deadline for results to be in.

VI. Summary - Final questions.

SESSION II

IN-SERVICE TRAINING PLAN

IMPLEMENTATION OF THE SCREENING PROCESS

I. Summary of directions from Session I.

A. Asked instructors to:

1. Observe students over 1½ months.
2. Do one complete screening on each.
3. Use primarily A & N.
4. Total each category.

II. Review "Need for Screening"

A. P. L. 94-142 - "There will be a continued effort to identify youngsters who have handicaps."

B. Many handicapped students are sent to vocational school without having an IEP developed.

C. Many handicapped students are sent to vocational school without being identified.

III. Review value of screening process to instructors.

A. Helps instructors to look at class in ways other than just faces.

B. Provides words for describing a particular problem in a student.

C. Provides a profile of the class to enable instructors to see how students are doing in relation to peers, and where they need individualization.

D. Provides a vehicle to obtain special services for students having difficulty in class due to a handicap.

IV. Explanation of results

A. Purpose: To enable instructors to interpret the profile of their class.

B. A master profile sheet was developed for each student screened in each course.

1. A number was assigned to each student.

2. The table is arranged to illustrate horizontally each student's score for each category.

3. Scores totaled for each category to indicate what is greatest problem area for each class.

V. Examine scores of a sample student with an apparent problem.

A. Note specific areas of problems noted by high score.

B. Note that all categories generally tend to be high where a problem is evident in speech, hearing, vision, or basic education record.

C. If a score is 30 or over, further consideration and/or evaluation is needed.

D. The type of evaluation is based on where the scores fall.

E. An evaluation may then lead to a PET meeting and IEP development.

VI. Distribute each instructor's profile sheet of screened students.

A. Ask them to review the sheet and discuss the results.

B. Look at the highest and lowest category score for each course.

VII. Referral procedure for those students who need further evaluation:

A. Purpose: To assist instructors to make productive use of the results they have obtained and to inform them what steps to take to do that.

B. Do one additional observation of a student who is suspected of having a handicap.

C. Discuss the problem with a counsellor or special education coordinator.

D. Counselor should refer to home school to determine if IEP exists - if not, request PET, if deemed appropriate.

E. The vocational instructor or special education representative must attend that PET.

F. Implement the IEP for that student.